

Some regard it as all aspects of the process by which teachers (and other adults) transmit values to pupils. Others see it as an activity in any organisation during which people are assisted by others, who may be older, in a position of authority or more experienced, to make explicit those values underlying their own behaviour, to assess the effectiveness of these values and associated behaviour for their own and others' long term well-being and to reflect on and acquire other values and behaviour which they recognise as being more effective for long term well-being of self and others. This means that values education can take place at home, as well as in schools, colleges, universities, offenders' institutions and voluntary youth organisations. There are two main approaches to values education. Some see it as inculcating or transmitting a set of values which often come from societal or religious rules or cultural ethics. Others see it as a type of Socratic dialogue where people are gradually brought to their own realisation of what is good behaviour for themselves and their community. Values education also leads to success. It values hard work. Therefore, this preliminary study aims at finding out the differences of students' perceptions of values education by applying an ex post facto study involving undergraduate, master and doctorate students. Two-way ANOVA is used and results are reported. It is hoped this study would be beneficial for introducing and socializing values education specifically at University level.

RUNME SHAW 301

Panel: **The value and values of comparative research on shadow education: Methodological perspectives from researchers in Hong Kong and Mainland China** (Panel chair: Mark BRAY)

This panel focuses on the so-called shadow education system of private supplementary tutoring. This has become a major activity in Hong Kong, and is also very prominent in some other parts of the world. The panel members are exploring shadow education in Hong Kong, Mainland China and Taiwan. This panel will examine some of their methodological experiences and their findings.

LI Wenjian: Researching the supply of shadow education in Henan, China: How the review of international literature and experiences helped to shape my research questions.

ZHANG Wei: Researching the demand for shadow education in Chongqing, China: How review of instruments used in a Hong Kong study helped to shape my research methods.

ZHAN Shengli: Business-oriented education, and education-oriented business: comparison of regulations on private tutoring in Shanghai and Taipei.

Emily MANG: Conducting interviews on shadow education with Hong Kong students: What difference does the cultural background of the interviewer make?

Ora KWO: Shadow education and the lives of teachers: What messages can Hong Kong usefully transmit to the world?

The value(s) in shadow education: Re-visiting pedagogy and learning (Kevin YUNG, Kate ZENG Session chair: Ora KWO)

This session comprises studies on shadow education in Hong Kong and Guangzhou under the education reform climate which places pedagogical focus on student-centred learning, learner autonomy and all-round development of students. However, the studies reveal that shadow education tends to promote contradictory values for profit-making assurance. Private tutors in tutorial centres usually adopt a one-way lecturing style with exclusive focus on examination preparation which appeals to learners' superficial needs. This may discourage learner autonomy and, more seriously, devalue the ethos of teaching and learning intended for the reforms in mainstream education. Issues for critical discussion:

1. What kinds of values are promoted under the education reform in mainstream schooling? How are they similar or different from those promoted under shadow education?
2. What do students, parents, teachers, tutors, school principals, and government officials think about the different directions the two systems are going?
3. What should the government do if the two systems are going in different directions?
4. How can learners' autonomy develop amidst the trend of efficiency in exam preparation?

RUNME SHAW 402

Up and coming? Doctoral education in China (Rui YANG)

In line with China's massive leap forward in higher education since the late 1990s and its ambitious bid for world-class universities within decades, doctoral education has been strongly, and arguable strategically, promoted by the Chinese government. During the past four decades, China quickly established a national system of academic degrees and postgraduate education in the early 1980s. Its doctoral education has since grown fast to become one of the largest in the world. While the developmental process deserves much commendation, it was never short of twists and turns. The extraordinarily fast growth has particularly led to a variety of problems that have evoked controversy in China, especially over the widely perceived decline of quality in doctoral training. In view of a lack of literature in English on Chinese doctoral education, this paper attempts to provide an analytical review of China's current practices as well as some issues and challenges faced by the system in meeting societal needs and future development.

China's quest for world-class teachers: National initiatives and institutional pathways (LI Jun)

Teacher education has been undergoing significant transformations worldwide in recent decades, and China has made continuous efforts in quest for world-class teachers. This presentation aims at a comprehensive investigation of the emerging Chinese model of teacher education for world-class teaching force, with reflections on the historical trajectory of Chinese teacher education in comparison with those in other countries. It focuses on policy contexts, system